



Proposed Minutes

April 8, 2013

1256 Foster Avenue

TPS Campus, Hardison Hall Building

Nashville, Tennessee 37243

Members of Council in Attendance

Cynthia Cheshier, Chair

Chip Fair, Vice-Chair

Dawn Bradley

Chantal Hess-Taylor

Samuel Cole

Katie Culberson

Mary Johnson

Shannon Taylor

Darlene Walden

Alfred M. Hacker

Amy Murphy

Debra Lane

Sebrena St. John

Jim Topp

Janelle Glover

Paula Brownyard

Members Not in Attendance

Jeff Finney

Kyle Hauth

David Craig

Christine Lloyd-Burkes

Rhonda Witt

Catherine Knowles

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner

Jerry Bush, Deputy Assistant Commissioner

Nan McKerley, TDOE

Lori Nixon, TDOE

Gayle Feltner, TDOE

Steve Sparks, TDOE

Tie Hodack, TDOE

Nathan Travis, TDOE

Tammy Shelton, TDOE

Tabatha Siddiqi, TDOE

Bill Wilson, Office of General Council

Visitors in Attendance

None

Welcome

Cynthia Cheshier, Council Chair, began the meeting by welcoming everyone and led the Pledge of Allegiance.

Acceptance of Agenda

The agenda was accepted without changes.

Approval of Minutes from the January 14, 2013 Meeting

The minutes of the meeting were accepted.

Report from the Chair

- 1) Thanked the Department for a successful SPED Conference in March, 2013.
- 2) Had entire Council introduce themselves
- 3) Announced that the next meeting would be July 22.
- 4) Recommended a work session prior to the October 21 meeting on October 20, with a purpose being to work on the 12-13 Annual Report.
- 5) The Vice-Chair will send out a list of current Council goals and indicate which members are assigned to work on each goal.
- 6) Made a presentation to Paula Brownyard for her service to the Council as past Chair.

Department Input

From Assistant Commissioner, Joey Hassell:

The Council should be receiving the bi-weekly SPED Directors Update via email.

Provided three handouts and discussed content as follows:

- 1) December 1, 2012, count of students with disabilities in TN.
- 2) Reorganization chart of the Department of Education
- 3) The reorganization chart of the Division of Special Populations

E-Plans - the TDOE is initiating these for LEAs to utilize with their Consolidated Planning Process. Monitoring changes are being planned both programmatically as well as fiscally for SPED and ESEA programs. Tiered as well as focused monitoring will be components of these changes.

Integration of federal funds (i.e. IDEA, Perkins, Local, Discretionary, etc.) at the LEA level is being reviewed by the Department. More information will be forthcoming.

BASE-TN and Institute Grants (i.e. teacher licensure) have been placed under one heading called Licensure Grants. There will be no more new enrollment to these programs at participating Universities. . The Department is reviewing all grants with the purpose of leveraging funds to better serve students. High staff needs areas such as Speech Language and Visual Impairment will continue their grants and the enrollment of new students.

Topic: Response to Intervention (RTI)
Presenters: Tammy Shelton/Tie Hodack

Tammy Shelton:

Reviewed a handout entitled "The RTI Decision Making Process" and addressed the TN RTI Model through three key points:

- 1) Addresses instruction and intervention
- 2) Is a general education model
- 3) Is an ongoing process that should include special education, ELL, and Title programs as well as general education.

Defined the three tiers of the RTI model: Tier 1) instruction in the general education classroom for all students Tiers 2) and 3) Additional instructional time centered on the student's area of deficit.

School and District level teams should be convened and led by general educators.

All students received universal screening 3 times per year. If a student falls below the 25th percentile then tier 2 and 3 instruction should commence.

Data is utilized throughout the entire process and fidelity monitoring is utilized in Tier's 2 & 3.

Parents should be trained on the process and be involved.

Many LEAs in the State are already in full implementation of RTI so this initiative will not be completely new.

The RTI Manual provides amounts of instruction time per tier and other practical information and activities and is found on the Department website with instructional activities being research based and in student specific areas of deficit.

In Tier 2 instruction, the program is monitored every other week in the area of student deficit (12weeks).

The Division of Curriculum & Instruction supports the RTI initiative in the following ways: Has provided intensive professional development for teachers through summer training and year long as well through the utilization of Core coaches.

Tie Hodack:

Tier 3 instruction usually only involves about 3% to 5% of students. Tier 3 instruction is provided in addition to Tier 1 and 2 and lasts 15 weeks. Progress monitoring occurs in each area of deficit regularly.

If little or no progress is evident in Tier 3 then a referral for a full special education evaluation is initiated. All data collected from Tier 3 instruction is needed to make the eligibility decision.

In making the eligibility determination several factors must still be ruled out including environmental factors, limited English proficiency as well as visual and hearing impairment.

The Division will provide training for school psychologists across the State on

Identification of learning disabilities and the RTI model through a conference on August 14 and 15 as well as year round training provided by LEA psychologists selected by the State for this purpose.

CORE offices will provide regional technical assistance through their Coordinator's of Intervention.

Presenters addressed numerous questions from the Council.

Topic: Council Goal Information

Presenter: Vice Chair- Chip Fair

All goal groups should have a designee appointed and that this designee should forward the group's goal work to the Vice Chair by next week. A listing of goal assignments will be distributed by the Vice Chair prior to or at the next meeting.

Topic: Evaluations and Policy Updates

Presenter: Luke Kohlmoos

Proposed legislation update:

- a) Reducing the weight of growth scores for teachers who must use school wide scores from 35% of their evaluation to 25% of their evaluation
- b) Requiring that teachers with overall scores below 4 have growth count for their entire evaluation.
- c) Include the individual growth scores of SPED students in growth calculations for SPED teachers.

The above legislative changes/components have passed in both the House and the Senate and will go in to effect once signed by the Governor.

The student claiming or linkage process:

In determining student growth, special education teachers need to claim the portion of instructional time attributed to them for students they teach (general ed teachers are already doing this). Steps: start with total instructional time a student receives, determine the amount of special education instruction received, divide these two amounts and round to the nearest 10%. Two keys to completing this process accurately are that SPED teachers must have access to EdTools, and proactive conversations about linkages must be held at the school level.

Topic: State Regulations Amendments

Presenter: Joey Hassell/Lori Nixon

Assistant Commissioner Hassell reviewed a memo of March 18, passed out to the Council, which outlined proposed changes to the IEPs of students with disabilities (SWD). Two changes are proposed: a) removal of short term objectives from IEPs 2) removal of the requirement to provide transition services planning for SWD at age 14.

Lori Nixon, TDOE, writing instructionally appropriate IEPs.

Key points: present levels of performance (PLOP) must be tied to goals of the IEP if the present level reports a deficit area for the student. CCSS should be included in the goals of the IEP, utilizing tiered instruction.

Skills worksheets in Math and Language Arts are being developed by TDOE. These worksheets will enable teachers to identify concept strands that students are deficit in and write IEP goals based on this information. Please provide any feedback on these skill sheets to the Chair as soon as possible.

A manual is being developed by TDOE for writing instructionally appropriate IEPs

The PARCC Accommodations Manual (key talking points about the Manual were distributed as a handout and are attached):

Discussed key points of proposed accommodations. There are 4 levels of accommodations. Levels 1 and 2 will be available for all students. Level 3 for SPED and Section 504 students and Level 4 for special access areas.

The Manual should be released in late April or early May.

Other new Business

None

Next Council Meeting dates: October 21 at the Goodwill Training Facility.